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ABSTRACT

This bibliography is a representative selection of recent material covering an approximate 6-year period from 1964 to mid-1970. Included are books, journal articles, research reports, dissertations, and audiovisual items from Canadian and American sources. Annotations provide a very brief indication of content without attempting critical evaluation. The bibliography has been divided into general material on nongrading, followed by specific applications to elementary, intermediate, and secondary schools. A separate section includes related research, followed by references to literature on the problem of evaluating student progress in a nongraded system. (Author)

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NONGRADING

AN ANNOTATED BIBLIOGRAPHY

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A. Books and Reports
B. Journal Articles

INTRODUCTION

In September of 1969, the Library of The Ontario Institute for Studies in Education published an annotated bibliography on "Nongrading". The bibliography was compiled because of the number of requests received from school administrators for literature on continuous progress and, specifically, on nongraded programs.

The response to the publication was gratifying and appeared to merit a second printing. We therefore decided to update the bibliography and add current references as well as some earlier material which had not been included originally. In the latter category are references to a number of doctoral dissertations which represent research on various aspects of nongrading. In all, some forty additional items, including films and filmstrips, have been added to this new edition of the bibliography.

As we indicated in the earlier publication, literature on nongrading, especially journal articles, is plentiful. This bibliography is therefore a representative selection of recent material covering an approximate six-year period from 1964 to mid-1970. Included are books, journal articles, research reports, dissertations and audio-visual items from Canadian and American sources. Annotations provide a very brief indication of content without attempting critical evaluation since we feel sufficient material, both favourable and unfavourable, has been included for the experienced administrator to form his own judgment of nongrading and how it might relate to his particular school situation.

For convenience, the bibliography has been divided into general material on nongrading, followed by specific applications to elementary and intermediate schools, and to secondary schools. A separate section includes related research, followed by references to literature on the difficult problem of evaluating student progress in a nongraded system.

AVAILABILITY OF MATERIAL INCLUDED IN THE BIBLIOGRAPHY

Most items in the bibliography are available in the OISE Library. We welcome visits from school administrators or teachers engaged in research for their boards or schools who wish to use the Library's facilities. However, heavy demands on our collection by the graduate students, the teaching and the research staff of the Institute make it necessary for us to place certain restrictions on lending material.

Books, Research Reports, Theses and Pamphlets

In general, this material is not available for loan to individuals other than our own staff or students. However, we will lend items to other libraries (through use of official Interlibrary Loan forms) if they cannot be readily obtained elsewhere.

In a few cases, references have been made to dissertations which are not in our collection. This information has been taken from the University Microfilms monthly publication Dissertation Abstracts International. The Library will supply on request photocopies of the full abstract (usually approximately 500 words) or information on how to obtain the complete dissertation in print or on microfilm from University Microfilms.

Journals

The OISE Library journal collection does not circulate, but we will supply single photocopies of articles. A charge of 10¢ per print is made to cover cost of reproducing material. In cases where journals are held on microfilm the charge is 15¢ per print.

ERIC Reports

A number of references have been taken from the U.S. Office of Education publication Research in Education, a monthly abstract journal which brings to the attention of researchers the vast number of reports accumulated by ERIC (Educational Resources Information Center) clearinghouses throughout the United States.

These items are identified in the bibliography by an "ED" number and in most cases items are available from ERIC Document Reproduction Service in "print" form or on microfiche at a lesser cost. (Microfiche is a method of reproducing up to sixty pages of text on a 4" x 6" sheet of film which must be used with a special reader to enlarge the print.) The OISE Library subscribes to all ERIC microfiche and these are available for reading in the Library. Print or microfiche copies of reports may be obtained from -

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May we once again emphasize that school administrators who would like to use the Library's facilities are welcome to do so. We would suggest that boards or schools who wish to undertake research, contact us in advance in order to ensure that material will be available at the time of their visit. Inquiries about items in the bibliography (please note each item is numbered for convenience) or the Library's services should be addressed to -

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PART I - GENERAL

A. Books and Reports

0010 Beggs, D.W. and Buffie, E.G., eds. Nongraded Schools In Action. Bloomington, Ind.: University Press, 1967.

Authorities in field discuss rationale, historical development, theory, research, present and future development of nongraded concept. Reports given of individual schools using variants of nongraded organization.

0020 Brown, B.F. The Appropriate Placement School: a Sophisticated Nongraded Curriculum. West Nyack, N.Y.: Parker Publishing Co., 1966.

Report based on ideas generated at a conference of U.S. educational leaders in nongraded movement held in 1963 at M.I.T. Particular emphasis on use of nongraded system as a means of educating dropouts, deprived and segregated. Puts forward a curriculum blueprint.

0040 Dean, S.E. Nongraded Schools. Education Briefs, no. 1. Washington, D.C.: U.S. Office of Education, Division of Elementary and Secondary Education, 1964.

Well-known educationalist analyzes "contributing factors, trends, growth, problems and the rationale of the nongraded school". Lists arguments for and against.

0045 Franklin, Marian Pope. School Organization: Theory and Practice; Selected Readings on Grading, Nongrading, Multigrading, Self-Contained Classrooms, Departmentalization, Team Teaching, Homogeneous vs. Heterogeneous Grouping. Chicago: Rand McNally, 1967.

Chapters 3 and 4 (pages 59-146) contain fourteen articles on nongraded elementary, junior and senior high schools by well-known educators. Selected bibliographies are included.

0050 Housego, I.E. and MacKay, D.A. Role of the Principal in the Reorganization of Saskatchewan Education. Saskatoon: Policy Committee, Saskatchewan Principals' Short Course, 1965.

Articles on "the principal's role in the reorganization of Saskatchewan schools as exemplified in the nongraded elementary school organization and various patterns of organization in the secondary schools".

0060 Miller, R.I., ed. The Nongraded School: Analysis and Study. New York: Harper & Row, 1967.

Chapters by various authors known either for their study of nongrading or for their practical work in it. Addressed to anyone interested in subject, but especially designed "as a tool for action". Appendices contain data on prevalence, organization, and administration of nongraded schools and guidelines for initiation of a nongraded primary unit.

0070 OTF Non-Graded Schools Committee. Handbook on the Non-graded School. Toronto: OTF Non-Graded Schools Committee, Ontario Teachers' Federation, 1968.

Handbook, written by members of the Committee who have worked in schools where flexible scheduling and nongrading are being tried. Includes articles and bibliography.

0080 Ontario Educational Research Council. The Non-graded School - Continuous Progress. Proceedings of the Fourth Workshop in Classroom Research. Toronto: the Council, 1967.

Keynote address by Frances Cooper of Melbourne High School and seven papers presented by Canadian educators involved in nongraded schools at elementary, junior high and secondary levels.

0090 Québec. Ministère de l'Education. L'Ecole Coopérative: Polyvalence et Progrès Continu; Commentaires sur le Reglement No. I du Ministère de l'Education. Québec: 1966.

Detailed commentary on Regulation No. I which gives general outline of reorganization of elementary and secondary education in Quebec as result of Parent Commission. Discusses practical problems such as: structuring and administration of elementary school without grades; criteria for formation of work groups; individual programs in system with progressive options, etc. Stresses that this is merely phase one of full plan which will introduce continuous progress in elementary school and subject promotion in high school.

0100 Rollins, Sidney P. Developing Nongraded Schools. Itasca, Ill.: Peacock Publishers, 1968.

Discusses the rationale, curriculum, administration, physical environment, and role and preparation of teachers for nongraded elementary and secondary schools. Sample learning activity packages are included.

0110 Splawn, R.E. and Stoker, W.M. Administering the Nongraded School. 1967. (Available from ERIC Document Reproduction Service ED016283).

Professors of education from West Texas State University present plan for ungrading both elementary and secondary schools. Guidelines on working with students, staff, board and community; curriculum development within each subject; evaluation and promotion. Bibliography to 1966.

0115 Trump, J. Lloyd and Baynham, Dorsey. Focus on Change: Guide to Better Schools. Chicago: Rand McNally, 1961.

Report for the NASSP Commission on the Experimental Study of the Utilization of the Staff in the Secondary Schools proposes guides to changes which will result in more individualized instruction for students, greater professional responsibilities for teachers, necessary changes in curriculum and more flexibility and use of technology in the schools. This publication has been one of the most influential in promoting innovation in U.S. schools, both at the elementary and secondary level.

B. Journal Articles

0130 Angrave, J. "Team Teaching and Nongrading: a Case for Individual Timetabling in Canadian Schools." Canadian Education and Research Digest, V (March, 1965), 48-59.

A professor of education in Quebec discusses individual timetabling as method of dealing with individual differences. Emphasizes that "Trump Plan" for team teaching is founded on basic provision of individual pupil timetables.

0140 Berman, L.M. "New School Organization -- Same Old Curriculum?" Education Digest, XXXIII (February, 1968), 11-14.

A comprehensive discussion on various aspects of curriculum planning when a school is moving toward nongradedness.

0150 Bethune, P. "Nova Plan for Individualized Learning." Science Teacher, XXXIII (November, 1966), 55-57.

Science supervisor, Nova schools, Fort Lauderdale, Fla., reports on theory that a 1-12 science program can be developed and made to work by giving students freedom to learn at a rate best suited to each.

0160 Brown, C.E. "The Schools in Newton." Atlantic Monthly, CCXIV (October, 1964), 74-78.

Superintendent of Newton public schools explains organizational pattern of school system "which permits pupils to move continuously at their optimum rates rather than in fixed yearly increments, which may be too large for some, too small for others".

0165 Casavis, James N. "Non-Gradedness: a Formula for Change." New York State Education, LVII (December, 1969), 22-23.

"The author traces the evolution of nongraded instruction, from its origins in colonial times to its contemporary status as a formula for change."

0167 "Continuous Progress Education." Manitoba Journal of Education, V (June, 1970), whole issue.

The five articles in this special issue discuss organization, curriculum and resources, pupil personnel services, and evaluation, and give pertinent comments and criticism of continuous progress education. A twenty-seven page bibliography is included.

0170 Dean, S.E. "The Nongraded School: Is There Magic In It?" School Life, XLVII (December, 1964), 19-23.

A U.S. Office of Education specialist in elementary school organization and administration summarizes pros and cons in use of nongraded programs in elementary and high schools in U.S.

0175 Dodds, R.A. "Non-grading - a Misunderstood Concept." Ontario Education, I (November/December, 1969), 22-23, 32.

Discussion of nongrading in context of need for change. Includes chart comparing three possible models of school organization: purely graded, outline of majority of schools claiming a nongraded program, and nongraded school as it develops ultimately. Intended to clarify differences between various objectives in graded and nongraded school.

0180 Fearing, P. "A Focus Report .... Nongraded Foreign Language Classes." Foreign Language Annals, II (March, 1969), 343-47.

Deals with problems of rigid standards in graded schools and obstacles to nongraded organization. Feels summer foreign language program excellent nongraded experiment, both for students and teachers. Discusses information necessary for consideration before planning summer schedules. Gives examples of three American schools using this program, including major objectives, etc.

0190 Goodlad, J.I. "Inadequacy of Graded Organization -- What Then?" Childhood Education, XXXIX (February, 1963), 274-77.

Recognized authority on nongraded system lists some values and realities in devising school structure; indicates inadequacies of graded system; explains features of nongraded plan and its advantages.

0191 Goodlad, John I. "The Non-graded School." Toronto Education Quarterly, VIII (Autumn, 1969), 19-24.

Dissatisfaction with graded systems, studies of individual differences, and development of new curriculum materials in the 1950's have led to an era of innovation in which the nongraded school has moved to the forefront. Basic assumptions underlying nongrading and preparation necessary for establishing a nongraded program are discussed.

0195 "Guidelines Towards Ungraded Schools: Patterns for the Future." New Dimensions in Education, IV (May, 1969), 3-5.

Discusses guidelines outlined by Minister of Education, William G. Davis, for a new flexible nongraded system which will replace traditional system in next few years. Deals with individual aspects such as credit system, continuous progress, area of study, semester system, methods of marking, modular scheduling, and timetabling by computer.

0197 Hunter, Madeline and Dodds, R.A. "Why Nongrading Means Custom-tailoring Education to the Individual." School Progress, XXXVIII (September, 1969), 47-49.

Mr. Dodds, on behalf of the Ontario Teachers' Federation, interviewed Dr. Hunter, principal of the University Elementary School at the University of California. The nongraded concept, implementation in schools, problems in adjustment to "custom-tailored" instruction by students and teachers, desirability of more equipment, books and materials, and evaluation of nongraded programs are discussed.

0200 McBeath, A.G. "The Nongraded System." Arbos, I (November-December, 1964), 22-28.

Saskatchewan Teachers' Federation Executive Assistant explores basis for, and some Canadian research on, the nongraded system.

0210 McLeod, D.M. "What Is a Nongraded School?" Canadian Education and Research Digest, VIII (March, 1968), 38-45.

Director of Curricula, Saskatchewan Department of Education, defines basic concept of nongrading, explains continuous progress plan, and bases for intraclass grouping.

0220 McLoughlin, W.P. "The Phantom Nongraded School." Phi Delta Kappan, XLIX (January, 1968), 248-50.

According to author, research shows little superiority in either academic achievement or social adjustment in nongraded schools. He questions whether true nongrading has yet been tried and suggests that research studies have not been made into nongrading but into grading which masquerades under another name.

0230 Paul, Sister Mary. "Administration Problems of the Nongraded School." NCEA Bulletin, LXIV (August, 1967), 144-47.

Discusses points made by F.R. Dufay and J.I. Goodlad regarding administrative problems of introducing nongrading into a school. Concludes that Catholic educators should not be afraid to try, but that they should be well prepared before doing so.

0235 Read, Edwin A. "Educational Practice and the Theory of Continuous Pupil Progress." Audiovisual Instruction, XV (February, 1970), 38-40.

"The theory of continuous pupil progress ... is responsible for the development and popularization of the nongraded school, the individualization of instruction, educational media which accommodate individual differences and facilitate independent study-nongraded curriculum designs, and marking and reporting practices which reflect a concern for the individual and his growth."

0240 "Report From the Think Shop." Monday Morning, II (April, 1968), 13-18.

Interview with Dr. John Goodlad by two Canadian educators who question him on some of his well-known theories on nongrading. Discusses his concepts of continuous progress, ungrading, individualized instruction, and cooperative learning. Also defines his meaning of team teaching, and expresses some ideas about use of computer in teaching.

0245 Roberts, W.G. "The Nongraded School: Phantom or Reality?" Orbit, I (April, 1970), 16-18.

From a two-year observation of nongraded schools, this University of Calgary professor concludes that true nongraded schools are still most difficult to find and although allegedly designed to solve our problems, the nongraded school presents innumerable difficulties to those trying to establish one.

0250 Thomas, J.I. "A Critique: the Appropriate Placement School." Educational Leadership, XXVI (January, 1969), 355-58.

Criticizes The Appropriate Placement School: a Sophisticated Nongraded Curriculum, by Dr. B.F. Brown. Attacks formula for placing students in public school programs solely according to results on standardized tests. Disagrees also with Brown's concept of multiphased curriculum and its nongraded aspects. Author briefly states his own ideas of diagnostic procedures necessary for appropriate placement of students, and nongrading programs.

0253 Trott, Jean. "Tomorrow is ... Now." Teachers' Magazine, XLIX (March, 1969), 19-24.

Project Officer at The Ontario Institute for Studies in Education discusses current reforms in Ontario schools and the future of nongraded schools as an attempt "to bring the right resources, in the right way, to the right child".

0254 Trump, Lloyd. "Crucial Goals for Innovation." School Progress, XXXVIII (September, 1969), 52-54.

"An educational innovation is effective to the degree that it furthers three fundamental educational goals: (a) Individualizing learning; (b) Professionalizing teaching; (c) Refining content." Criteria for evaluating teaching and learning, and the school program, are suggested.

PART II - ELEMENTARY AND INTERMEDIATE SCHOOLS

A. Books, Reports, Films and Tapes

0257 Charlie and the Golden Hamster - the Nongraded Elementary School. [Motion Picture] Directed by John I. Goodlad and B. Frank Brown. Produced by IDEA, Melbourne, Florida.

From the time a child enters school, he begins an uninterrupted continuum of learning in which age and grade are unimportant. A team of teachers working with a larger group of children allows more flexibility in the program, and provides more opportunity for individual or small-group instruction. Instead of a fixed curriculum and textbooks, there are special assignments, individual research and discovery, and a library which allows a child to work at his own rate and ability level.

0258 Continuous Progress; a Report of Some Continuous Progress Plans in British Columbia. Vancouver: B.C. Teachers' Federation, 1968.

The nongraded programs of Nicola-Canford School, McKenzie School, Salmo Elementary School and Naramata Elementary School are described and analyzed. Points emphasized are organization, curriculum, pupil progress, evaluation and reporting teacher role, and special features of each program.

0260 Dufay, F.R. Ungrading the Elementary School. West Nyack, N.Y.: Parker Publishing Co., 1966.

Principal of Parkway School, Plainview, L.I., known for its early use of nongraded practices in elementary school, relates actual steps taken in developing working program and success or failure of these. Discusses use of subject specialists, need for community support, role of principal and faculty during development.

0270 Glogau, L. and Fessel, M. The Nongraded Primary School: a Case Study. West Nyack, N.Y.: Parker Publishing Co., 1967.

Principal and assistant principal of Old Bethpage Primary School, N.Y., recount experience with nongraded organization. Report concerns school year 1964-65 during which transition was made. Very full appendix contains details of curriculum as well as of techniques of evaluation, communication with parents, etc.

0280 Goodlad, J.I. and Anderson, R.H. The Nongraded Elementary School. Rev. ed. New York: Harcourt, Brace & World, 1963.

Handbook designed to provide information on nongraded school movement and to help those interested in creating nongraded schools. Revised edition emphasizes need for nongradedness throughout elementary school, not only in primary years, and makes other changes of emphasis in original 1959 edition. Bibliography.

0290 Graves, William H., Jr. Elementary Principals Guide to Nongraded Schools. Austin, Texas: Texas A and M University, 1967. (Available from ERIC Document Reproduction Service, ED025039)

Guidelines, intended to assist elementary school principals in adopting a nongraded or continuous progress plan, are presented specifically for committing faculty and staff of school to the plan, grouping students, working with parents, and organizing the plan. Bibliography, sample letters to parents, progress checklists, scholarship records, and other sample forms appended.

0300 Hillson, Maurie, ed. Change and Innovation in Elementary School Organization. New York: Holt, Rinehart and Winston, 1966.

Collection of readings selected for recency and ability to contribute to reorganizational problems. Part VI contains ten articles on nongrading. Bibliography appended for each part.

0305 McCarthy, Robert J. and Goldman, Samuel. How to Organize and Operate an Ungraded Middle School. Englewood Cliffs, N.J.: Prentice-Hall, 1967.

This monograph tells how one school developed an organizational framework for educating young adolescents. Factors considered are the ungraded approach, interdisciplinary teaming of teachers and students, instructional consultants as a support system for teachers, and independent study. A practical guide for teachers and administrators of ungraded, open area schools.

0310 Matthews, Agnes. A First Look at Elementary School Reorganization. Fredericton: Curriculum and Research Branch, New Brunswick Department of Education, 1966.

Reviews background of "continuous progress" as administrative device and its history in action in Canada. Points out effect upon reorganization of curriculum which must become more flexible. Summarizes ideas on reporting to parents and evaluation of pupils' work.

0312 National Education Association of the United States. Department of Elementary School Principals. The Nongraded School: Some Current Questions and Comments. [Phonotape] Washington: 1968.

Robert Anderson and Evelyn Carswell discuss concept of nongrading, effectiveness of nongraded schools, individualized instruction, grouping, reporting progress to parents and children, team teaching, responsibilities of principals and teachers, developing a nongraded program, special facilities and materials, and preparation of teachers and principals for working effectively in a nongraded school.

0314 Nongraded Education for the Modern Elementary School. [Filmstrip] Eye Gate House, 1967.

Set of four filmstrips and teacher's manual designed for in-service education of professional teaching staff, parent orientation, and orientation of a school's non-teaching staff. It is suggested they be used in conjunction with the book Ungrading the Elementary School by Frank R. Dufay. The sections are: A: Nongraded education: an overview; B: The question of grouping for nongraded education; C: Within the ungraded school; D: Effecting the change to a nongraded program. Questions for discussion are given in the teacher's manual.

0316 The Nongraded School. A reprint of articles from the November 1967 and January 1968 issues of the National Elementary Principal. Washington: Department of Elementary School Principals, National Education Association, 1968.

This collection contains articles on planning and organization of nongraded schools, preparation of teachers, student evaluation, physical facilities, and evaluation of existing nongraded programs.

0320 Smith, Lee L. A Practical Approach to the Nongraded Elementary School. West Nyack, N.Y.: Parker Publishing Co., 1968.

Designed as a working guide for converting grades 1-6 to a nongraded program. Includes samples of class schedules, report cards, record forms, questionnaires for teachers, evaluation forms, etc.

0330 Tewksbury, J.L. Nongrading in the Elementary School. Columbus, Ohio: C.E. Merrill Books, 1967.

Practical explanation of what nongrading is and how such a program operates in daily practice. Diagrams illustrating how children might progress from teacher to teacher. Selected bibliography with annotations.

B. Journal Articles

0340 Brandt, R.S. "The Middle School in a Nongraded System." Journal of Secondary Education, XLIII (April, 1968), 165-70.

In general discussion of literature on the middle school as an administrative device, author points to need for completely new criteria to establish students' progress within a school system. An historical and theoretical approach.

0350 Coles, S.R. and Lewis, E.D. "'Continuous Progress' Plan Geared to Pupils' Ability." School Progress, XXXIV (February, 1965), 27-29.

Principal and vice-principal of Perth Avenue Public School, Toronto, explain "developmental approach" to learning. Based on experience, they enthusiastically endorse continuous progress in elementary school.

0360 "Doing Away with Grades in Toronto." Times Educational Supplement, (London), (January 13, 1967), 86-87.

Discussion of success of nongraded schools -- Duke of York, Perth and Huron Street -- as applied to problem of immigrants from many non-English speaking foreign countries.

0370 Dufay, F.R. "When Nongrading Fails." School Management, XI (February, 1967), 110-13.

Former principal of Parkway School, Plainview, N.Y., a nongraded elementary school, asserts that "nongrading is simply another way of teaching in a classroom", that team teaching is not necessarily related to nongrading, and among other things, that an open modern school plant is not essential to the program.

0380 Franklin, M.P. "Multigrading in Elementary Education." Childhood Education, XLIII (May, 1967), 513-15.

What multigrading is, how it differs from nongrading, what research says about it. Bibliography goes back to 1938.

0390 Gorman, C.J. "Annual Reassignment of Teachers: an Important Ingredient of Non-grading." Elementary School Journal, LXIX (January, 1969), 192-97.

Describes and gives outcomes of annual reassignment of teachers in one nongraded school. Discusses challenges in terms of years of experience, seniority, preferences or psychological identity of teachers.

0400 Housego, B.E.J. "The Nongraded Elementary School: Selected Problems." Canadian Education and Research Digest, VIII (September, 1968), 245-56.

Problems discussed are provision of flexibility, use of grouping procedures, reporting of progress and effects of acceleration and deceleration on pupils.

0410 Johnson, F.H. "A New Appraisal of Semi-Departmentalization in the Elementary School." Canadian Education and Research Digest, VI (March, 1966), 65-73.

Discusses research done on advantages and disadvantages of departmental organization in elementary school. Also gives his appraisal of Dual Progress Plan with qualified approval.

0420 Lewin, D. "Go Slow on Nongrading." Elementary School Journal, LXVI (December, 1966), 131-34.

Author, who has experimented with nongrading in elementary school, examines various problems which will arise in starting nongraded system.

0430 "The Lid's Off Learning." School Progress, XXXVIII (February, 1969), 48-51.

R.A. Dodds describes the impact on teachers and pupils at Centennial Junior Public School in Kingston of an innovative continuous program nongraded system.

0440 Mickleburgh, B. "Report from the Action Stations." Monday Morning, II (April, 1968), 19-25.

Interview with teachers of Greendale Elementary School, Montreal, on experiences in ungrading and in team teaching. Ultimate goal of this school is implementation of Quebec's Regulation No. 1, i.e. individual learning at child's own rate in all subjects.

0450 Niess, C. "A Nongraded Program for the Small High School." NASSP Bulletin, L (February, 1966), 19-27.

Principal of a junior-senior high school in Kansas discusses study of nongraded organization at 7th-8th grade level in that school. Plan allows grouping across grade levels without getting students too far away from own social levels. Results showed significant gain in achievement for individuals and for class norm.

0460 Provus, M.M. "Ability Grouping in Arithmetic." Elementary School Journal, LX (April, 1960), 391-98.

Experiment designed to measure effectiveness of ability grouping in arithmetic for one school year in public schools of Homewood, Ill.

0470 Rogers, V.R. "Nongraded Social Studies." Instructor, LXXVIII (May, 1969), 73-74, 76, 78.

Questions true meaning of nongrading in social studies in U.S. elementary schools. Argues that it is not necessary to organize children on basis of reading ability or intelligence or achievement test scores. Dividing into heterogeneous groups of varying ages may be more successful. Contends that radical changes should be made in content of course, materials and procedures.

0480 Smallwood, L.H. "The Ungraded Elementary School -- a Dissenting Viewpoint." Virginia Journal of Education, (May, 1962), 19-20.

Principal of Virginia elementary school explains modification of nongraded system and his reasons for disagreement with advocates of complete ungrading. Explains how grades are kept, but intraclass grouping and movement, in particular cases, from class to class are introduced. Main emphasis on sectioning within each class.

0490 Sturgeon, D.R. "Continuous Promotion in Elementary Schools." School Administration, III (March, 1966), 47-51.

An Ontario school inspector proposes new organizational plan (with diagram of physical plant) to improve educational program. Suggests union of team teaching and nongrading to provide for "the needed flexibility in student grouping". Also gives master schedule for time-tabling.

0500 "A Symposium: Language Arts in the Nongraded School." Elementary English, XLVI (February, 1969), 111-46.

Involves an introduction, including a brief bibliography on nongrading, and four part symposium. Symposium (a) suggests goals appropriate for language arts in nongraded schools, (b) discusses problems relevant in establishing nongrading in language arts, (c) reports on language arts in one school district pioneering beyond nongraded plan in Individually Prescribed Instruction, and (d) concludes with review of contributions.

0510 Williamson, J. "The Graded School Has Become an Injustice Practised on Children." Educational Courier, XXXVI (September-October, 1965), 23-26.

Continuous progress discussed by principal of South Prep, Toronto. Praises theory of nongraded primary school. Appraises problems encountered with introduction of continuous progress and emphasizes that it requires more work from the classroom teacher than traditional methods.

PART III - SECONDARY SCHOOLS

A. Books, Reports and Films

0520 Beggs, D.W. Decatur-Lakeview High School: a Practical Application of the Trump Plan. Englewood Cliffs, N.J.: Prentice-Hall, 1964.

"This report is of a school which has not yet become ungraded but is approaching it by means of altered instructional practice, through different organizational procedures. The Decatur-Lakeview plan is a step towards the ungraded student-centred school." Incorporates team teaching, large and small group instruction with independent study, multimedia teaching aids and flexible scheduling.

0530 Brown, B.F. The Nongraded School. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Principal of Melbourne High School, Fla. discusses individualized student progress in that school. An account of nongrading, independent study, changes in evaluation methods and other innovations.

0540 Enns, J.G., et al. Innovations in Secondary School Planning. Toronto: Ontario Department of Education, 1968.

Reports by principals of six selected Ontario schools in which subject promotion has been tried for one year -- 1967-68. Some evaluation attempted in summaries of advantages and disadvantages noted at end of reports.

0543 The Improbable Form of Master Sturm - the Nongraded High School. [Motion Picture] Directed by B. Frank Brown. Produced by IDEA, Melbourne, Florida.

Many of the basic concepts of nongrading are discussed in this film. Students entering high school are placed in one of five phases ranging from I - Fundamental skills to V which allows for more research and creativity. The phase is determined by the rate at which students work, and can be changed at any time. Emphasis is on learning by discovery and each student working at his own rate according to his own ability with the teacher "directing learning". Mechanical functions such as typing are taught in large groups to free teachers for individual or small-group instruction.

0545 King, Alan J.C. and Ripton, Reginald A. The School in Transition; a Profile of a Secondary School Undergoing Innovation. Toronto: The Ontario Institute for Studies in Education, 1970.

Comparative picture of a secondary school undergoing major innovation including the credit system, individual timetables, and a student-centred approach to discipline. The focus of the evaluation is on the reactions of school administrators, teachers, guidance personnel, and students, to certain innovations, and on the identification of the strains on individuals and groups associated with the innovations.

0550 Québec. Ministère de l'Education. Direction générale de l'Enseignement élémentaire et secondaire. Programmation des Cours et des Horaires d'une Ecole Secondaire Polyvalente. Quebec: the Ministry, 1967.

A precise definition of terms and laying out of programs to be used as a guide in nongraded secondary schools of Quebec in accordance with Regulation I of recent legislation.

B. Journal Articles

0555 Bogle, Don. "Ungraded History at Thornlea Secondary School." Canadian Journal of History, IV (April, 1969), 23-30.

Thornlea, an Ontario composite school which opened in 1968, does not register students in a program, branch or grade. A continuous progress approach, subject promotion and the credit system are used, and students are free to select subjects within the framework of requirements for diplomas. A description and preliminary evaluation of the school's history program is given by the chairman of the Department of History.

0560 Brown, B.F. "An Answer to Dropouts: the Nongraded High School." Atlantic Monthly, CCXIV (November, 1964), 86-90.

Principal of Melbourne High School, Fla., strongly endorses nongraded high school on strength of experience in own school. Discusses necessity for increased reading efficiency. Makes optimistic evaluation of nongraded results as measured by increased enrollment in college, winning of prizes, scholarships, etc.

0570 Denhoff, Patricia. "The Noise of Learning." Arbos, V (January-February, 1969), 10-14.

The E.D. Feehan High School in Saskatoon is an open climate school where students choose their own timetable and teachers, the semester system is used, and emphasis is on individual study.

0580 Docking, R. and Hogan, D. "Breaking Grade Barriers." Michigan Education Journal, (January, 1965), 16-17.

Principal and Counselor at Chippewa Valley High School discuss why and how their staff decided on an ungraded program in English and social studies, team teaching, independent study, and a flexible school schedule.

0585 Dunlop, W.G. "A Learner-paced Approach in the Senior School? Why Not?" BC Teacher, XLIX (December, 1969), 95-97.

A North Vancouver senior physics teacher describes how he successfully uses a continuous progress, individualized approach with the PSSC physics program.

0590 Gilbert, V.K. "The Ungraded Secondary School." Ontario Secondary School Teachers' Federation Bulletin, XLVII (March, 1967), 63-66.

The vice-principal, Newtonbrook Secondary School, North York, takes a critical look at what must be done to make the ungraded high school work. Discusses computer timetabling, changes in report cards, increased guidance facilities, more independent study, new courses. Conclusion: "This type of school does not save money."

0600 Griffiths, T.J. "Toward Ungrading." The Ontario Secondary School Teachers' Federation Bulletin, XLIX (May, 1969), 159-60.

Discusses North Lambton Secondary School, Department of Mathematics, which chose to adopt, on small scale, a compromise between traditional and ungraded system. Provides flexibility, taking ability into account, and helps overcome problems of inefficient communication due to variety of abilities within classes and also unbalanced size of classes.

0610 Hoban, P.F. and McManus, B.J. "How to Nongrade a Small High School." School Management, IX (September, 1965), 79-81.

Problem of limited resources in small high school makes individualized instruction difficult. Solution in Tuxedo Park, N.Y., is to cycle courses in social studies and English. By offering three courses in each, one each year, they create sections based on ability. Poses expected criticisms of idea and gives his answers to critics.

0620 Kaufman, B. and Bethune, P. "Nova High, Space Age School." Phi Delta Kappan, XLVI (September, 1964), 9-11.

Teachers at Nova High School, Fla., explain students' progression through series of achievement levels in each subject area. Emphasize use of newest educational techniques in team teaching, closed circuit television, reading laboratory, science and language laboratories, large, medium and small group instruction, and data processing.

0630 Kilmer, D.G. "A Gradeless Composite School -- Phase I." Ontario Secondary School Teachers' Federation Bulletin, XLVIII (May, 1968), 156-61.

Principal of North Park Collegiate-Vocational School, Brantford, Ont., explains first phase of implementation of plan for a gradeless school. Describes streams, including designation of subjects within stream levels, and explains his credit system. Deals with questions on all aspects of new modes of organization.

0640 "Non-Graded Trimester Plan Makes High School Unique." School Progress, XXXIV (January, 1965), 50-53.

Description of trimester system (September through July), and nongraded program in which students progress through a series of achievement levels in each subject. Selected on basis of their willingness to work hard, students come from seven other high schools to Nova High, Fort Lauderdale, Fla., and are drawn from all ability levels. School has most advanced technological teaching aids.

0645 Van Vierssen Trip, Gus. "The Advantages of Subject Promotion and Individual Timetabling." Headmaster, (March, 1970), 27-29.

"Individual timetabling which permits subject promotion leads to course streaming to enable the student to select each course he elects to take at a level of difficulty commensurate with his ability." With the credit system and increased independent study a continuous progress program for the secondary school is feasible.

0650 Ward, W.E. "Who's for the Brass Ring?" Ontario Secondary School Teachers' Federation Bulletin, XLVII (May, 1967), 143-45.

Principal of Toronto Township secondary school expresses scepticism about ungraded high school. Criticizes Melbourne High School (Fla.) experiment on grounds that such a system could not meet requirements in Ontario either in vocational or in university preparation courses.

0655 Weise, Donald F. "Nongrading, Electing, and Phasing; Basics of Revolution for Relevance." English Journal, LIX (January, 1970), 122-30.

The basic concepts of APEX: A Nongraded Phase-Elective English Curriculum developed at Trenton High School, Michigan, are discussed. "Nongrading is the eliminating of grade levels and tracks as devices for grouping students and defining causes ... Electing is the allowing of students to freely select their own courses ... Phasing is the describing of courses, in a general way, by assigning to them a number from one to five to indicate their degree of difficulty."

PART IV - RESEARCH

A. Books and Reports

0660 Buffie, G.W. "A Comparison of Mental Health and Academic Achievement: the Nongraded School vs. the Graded School." Unpublished Ed.D. dissertation, Indiana University, 1962. (Dissertation Abstracts, XXIII, 4255).

Study administered and evaluated tests to determine whether there were significant differences between the two groups in general academic achievement and adjustment. Children in nongraded primary schools seemed to be clearly superior to graded pupils in the areas of language and work-study skills, as well as in over-all academic composite score. In addition, nongraded students seemed better adjusted.

0662 Carbin, Joseph William. "A Study of Nongraded Primary Programs in Public Elementary Schools in California." Unpublished Ed.D. dissertation, University of the Pacific, 1967. (Dissertation Abstracts, XXVIII, 2018-A).

Questionnaires indicated that nongraded programs were ascribed high status by principals, teachers, parents and students; curricular and instructional changes were taking place, with emphasis on recognition of individual differences; and programs were being evaluated on a continuous basis. Of fifty-three districts originally surveyed, nine reported the discontinuance of a nongraded program in later surveys. Reasons given were no evidence of higher pupil achievement and lack of proper planning for evaluation.

0664 Chandler, Gail Ellsworth. "An Investigation of School Anxiety and Nongraded Classroom Organization." Unpublished Ph.D. dissertation, University of Texas at Austin, 1968. (Dissertation Abstracts, XXX, 2371-A).

A comparison of students in graded and nongraded classes in an elementary school resulted in little evidence for age-grade difference in school anxiety. The principal hypothesis, that nongraded classroom organization would reduce school anxiety, was not confirmed, though a first-year "Hawthorne" effect was noted, as well as a tendency over a two-year period for children in the equivalent of the fourth grade to show less school anxiety than their controls.

0666 Christian, Mary Taylor. "A Study of the Dimensions of the Nongraded School Concept." Unpublished Ph.D. dissertation, Michigan State University, 1967. (Dissertation Abstracts, XXVIII, 1336-A).

The objectives of this study were to determine: 1) how teachers and administrators perceive the concept of nongrading, 2) operational practices of teachers in nongraded classrooms, 3) nature and extent of problems encountered by teachers, and 4) implications for teacher education. Perceptions of nongrading by participating principals and teachers were conflicting and often inconsistent with the philosophical concept of a nongraded school. A major conclusion was that school systems should not move into a nongraded program without a continuous and extensive program for retraining and inservice training of teachers and administrators.

0668 Delgado-Marcano, Maria T. "The Operation of Curriculum and Instruction in Twenty Nongraded Elementary Schools." Unpublished Ed.D. dissertation, Indiana University, 1965. (Dissertation Abstracts, XXVII, 698-A).

The main purposes of the study were to find out how curriculum and instruction were organized and operated, and to what extent actual practices were compatible with the models of nongradedness supported by Goodlad and Anderson. Although all schools had a written nongraded philosophy, only five schools were found to be completely nongraded. It was concluded that nongrading requires an adequate period of careful study and preparation involving administration, teachers, parents, and community and that the operation of individualized instruction requires more teacher training to close the gap between theory and practice.

0670 Egbert, R.L. and Cogswell, J.F. System Design for a Continuous Progress School -- Part I. Santa Monica, Calif.: System Development Corporation, 1964. (Available from ERIC Document Reproduction Service ED010561).

"... following topics discussed and illustrated by flow charts: overview of Continuous Progress School; student movement through the school (generalized); preregistration and registration procedures; course work in language arts and speech; special academic functions of testing; scoring and interpretation."

0680 Egbert, R.L. and Cogswell, J.F. System Design for a Continuous Progress School -- Part II, Surveillance and Detection System. Santa Monica, Calif.: System Development Corporation, 1964. (Available from ERIC Document Reproduction Service ED010562).

Design for application to continuous progress school as means of finding out about student academic problems -- existent or imminent, and of alerting appropriate personnel for action. Problem of control (i.e. teacher knowing where each student is in his progress) becomes greater in this kind of school.

0685 Grote, Donald Victor. "A Comprehensive Approach to a Program of Continuous Learning Experiences for Early Adolescents." Unpublished Ph.D. dissertation, Northwestern University, 1966. (Dissertation Abstracts, XXVII, 2026-A).

"The study described a curriculum design and an organizational plan for a middle school with continuous learning experiences. The school would be nongraded, have a flexible modular schedule, a faculty organized in both horizontal and vertical teams, and a sequential curriculum organized around basic concepts with content and skills arranged in levels."

0690 Harrell, L.W. and Tilley, H.T. Continuous Curriculum Development -- Rural School: Evaluation Report and Continuation Application. Goshen, Ind.: Fairfield Community Schools, 1968. (Available from ERIC Document Reproduction Service ED021665).

Program development and evaluation procedures of a project involving faculty, students, and community in a continuous curriculum development project are reported. Exhibits illustrate all stages. Statistical comparisons presented on achievement test scores and several questionnaires.

0692 Hostetter, Robert Charles. "Concepts and Practices Associated with Nongrading by Certified Personnel of Elementary Schools Associated with the Oregon Program." Unpublished Ed.D. dissertation, University of Oregon, 1969. (Dissertation Abstracts, XXX, 1335-A).

Although the sample identified sixty-five practices associated with nongrading, only three were mentioned by over one-third of the sample: child is free to progress at his own rate (teachers, 75%; principals, 36%; superintendents, 100%); nongraded classes are referred to by levels rather than grades (teachers, 36%; principals, 46%; superintendents, 63%); individualized instruction (teachers, 38%; principals, 36%; superintendents, 50%).

0694 Johnson, Glenn Ross. "An Investigation of the Classroom Related Activities in a Selected Number of Nongraded Elementary School Classrooms." Unpublished Ed.D. dissertation, Columbia University, 1968. (Dissertation Abstracts, XXIX, 2039-A).

The extent of individualized instruction in arithmetic, reading, and social studies, and the relationship of individualized instruction to classroom climate and patterns of time allocation were studied, and not found to be significant. Studies indicated that more teacher preparation and inservice training, additional personnel to assist teachers, and new techniques to help teachers guide student learning are necessary to increase the effectiveness of individual instruction.

0698 McLoughlin, William P. Evaluation of the Nongraded Primary. Jamaica, New York: St. John's University, 1969.

Procedures and results of a 1964-66 evaluation. The three major problems studied were benefits to students: preparation knowledge, and effectiveness of teachers; and the educational programs of nongraded schools. Correlations of all variables between graded and nongraded classes yielded insignificant values almost without exception. Emphasizes, however, the "principal differences between graded and nongraded schools studied were organizational, not instructional, and these, by themselves, can hardly be expected to produce genuine differences in achievement and adjustment of children".

0700 McLoughlin, W.P. The Nongraded School: a Critical Assessment. Albany: University of the State of New York, State Education Department, 1967.

Contains concise "review of the research", and appends list of references concerning research done up to 1965.

0702 Mancuso, Charles Salvatore. "A Comparison of Selected Characteristics and Organizational Climate of Graded and Nongraded Elementary Schools." Unpublished Ed.D. dissertation, State University of New York at Buffalo, 1969. (Dissertation Abstracts, XXX, 1781-A).

This study of a sample of schools participating in the New York Educational Department Experimental Program in Nongrading indicates that there was no significant difference in general school characteristics, objectives, instructional materials, evaluation, and organizational climate of graded and nongraded schools. Differences were found in the amount of individualized instruction and use of grouping procedures.

0704 Muck, Ruth E.S. "The Effect of Classroom Organization on Academic Achievement in Graded and Nongraded Classes." Unpublished Ed.D. dissertation, State University of New York at Buffalo, 1966. (Dissertation Abstracts, XXVII, 2923-A).

In a comparison of primary children in nongraded and graded classrooms it was found that nongraded classes did not achieve better than the graded classes in academic areas of the curriculum. Another suggests studies of social and emotional growth as well as academic achievement would be useful in assessing the nongraded school.

0705 Otto, Henry J. [and others]. Nongradedness: an Elementary School Evaluation. Austin: University of Texas, 1969.

A comparative evaluation of a nongraded school (grades 1 - 6) organization tested the following to discover similarities and differences between nongraded and graded classes: (1) distribution of teachers' instructional time; (2) scope of instructional resources used in reading, spelling, and arithmetic; (3) formation, number, size, and achievement range of subgroups; (4) pupils' use of the centralized library; (5) children's school anxiety; and (6) children's achievement. The results were mixed except for the fifth item which indicated anxiety increased over the school year in the nongraded program.

0706 Parker, James Robert. "A Comparison of Organizational and Instructional Practices in Graded and Nongraded Schools." Unpublished Ed.D. dissertation, University of California, Berkeley, 1967. (Dissertation Abstracts, XXVIII, 913-A).

Major differences between nongraded and graded schools were that in nongraded schools pupils were assigned to classes by reading achievement rather than grade or year, and were generally regrouped for arithmetic instruction. Despite nominal commitment to grading or nongrading, provisions for individual differences tended to be similar for all schools, although informally recognized in graded schools.

0707 Perrin, Jerry Dale. "A Statistical and Time Change Analysis of Achievement Differences of Children in a Nongraded and a Graded Program in Selected Schools in the Little Rock Public Schools." Unpublished Ed.D. dissertation, University of Arkansas, 1969. (Dissertation Abstracts, XXX, 530-A).

Concludes that there was no significant difference in achievement at the end of the first year, but during the

second and third years it appeared that the nongraded approach enhanced the academic achievement of students from the lower socio-economic segment.

0708 Pillon, Nancy Bach. "Role of the Library in the Nongraded Elementary School." Unpublished Ph.D. dissertation, University of Kentucky, 1967. (Dissertation Abstracts, XXX, 1757-A).

The purpose of this study was to evaluate the nature and function of libraries in graded and nongraded schools. It was found that both types of schools failed to meet the American Library Association standards, and that there was little difference in funds, materials, quarters, personnel, and services between the two types of schools. The survey also revealed that many school systems had discontinued the nongraded plan because of insufficient materials or because this innovation required too much time.

0709 Ross, Geneva Armeania. "A Comparative Study of Pupil Progress in Ungraded and Graded Primary Programs." Unpublished Ed.D. dissertation, Indiana University, 1967. (Dissertation Abstracts, XXVIII, 2146-A).

In a comparison of students in ungraded and graded programs, it was concluded that the nongraded organizational plan alone does not contribute to greater academic achievement, better mental health (as measured by an anxiety scale), and improved social relationships, and that it is difficult to measure the effectiveness of the ungraded plan because the philosophy "emphasizes the whole child".

0710 Saskatchewan. Department of Education. Research and Planning Branch. Nongraded Continuous Progress Plan; Report of the Self-Evaluation Study 1968. Regina: Lawrence Amon, 1969.

Evaluation of nongraded program which was begun in Saskatchewan in 1964.

0715 Steere, Bob F. "A Comparative Study of a Nongraded and Graded Secondary School as to Achievement, Attitude, and Critical Thinking Ability." Unpublished Ed.D. dissertation, Utah State University, 1968. (Dissertation Abstracts, XXIX, 1410-A).

In this comparison, no significant difference was noted in reading comprehension, attitudes or critical thinking ability. However, graded students gained significantly more in mathematical reasoning. Author suggests further, longer study necessary before conclusions can be drawn on the worth of the nongraded program.

0720 Vogel, Francis X. and Bowers, Norman D. Pupil Attitudes, Achievement and Behavior in a Multi-Age Nongraded School: Final Report. Evanston, Ill.: Northwestern University, 1968. (Available from ERIC Document Reproduction Service ED025030).

Conclusions: (1) Nongrading encouraged pupil development in conceptual maturity and group activity participation, (2) teachers in nongraded schools more tolerant of "disorderly pupil behavior" than teachers in graded schools, (3) graded system encouraged pupil development in achievement, attitude toward school, and contributing activities during usual teaching episodes, (4) differences among age groups generally as expected and (5) behavior of underage, normal age, and overage pupils supported multiage nongraded plan.

0725 Ward, Dayton Nissler. "An Evaluation of a Nongraded School Program in Grades One and Two." Unpublished Ed.D. dissertation, University of Texas at Austin, 1969. (Dissertation Abstracts, XXX, 2786-A).

"This study proposed to make a thoroughgoing analysis of a graded and nongraded program in grades one and two to ascertain: which instructional practices were the same in the two types of schools; which instructional practices were different; which were hindered by grading or nongrading; the similarities and differences in the number, size, composition, and achievement range in sub-groups; and the differences in pupil school anxiety.... The nongraded experimental schools were favored in the findings and conclusions of all six hypotheses."

0730 Yates, Alfred, ed. Grouping in Education; a Report Sponsored by the Unesco Institute for Education, Hamburg. New York: John Wiley, 1966.

Attempts to synthesize results of research projects on Grouping in Education and to sum up position to date. A number of selected abstracts, an index to abstracts, and a bibliography are appended.

B. Journal Articles

0740 Besvinick, S.L. and Crittenden, John. "The Effectiveness of a Nongraded School." School and Society, XCVI (March, 1968), 181-84.

Report on pilot study undertaken to ascertain whether student performance at a nongraded high school (Melbourne, Fla.) warranted further study of the program. Authors conclude that such a study is warranted. Data reveals significant difference between this and control school, but quantity and quality of data not enough to determine cause of difference.

0750 Carbone, R.F. "The Nongraded School: an Appraisal." Administrator's Notebook, X (September, 1961).

Describes a research project "designed to determine effect of nongraded organization on academic achievement and mental health of pupils in primary schools". Results suggest that nongrading in itself will not produce higher academic achievement. Other factors measured did not show significant difference between graded and nongraded pupils.

0760 Di Lorenzo, T. and Salter, R. "Co-operative Research on the Nongraded Primary." Elementary School Journal, LXV (February, 1965), 269-77.

Two members of New York State Education Department give composite picture, based on the literature, of primary school without grades; indicate extent of research on nongrading; describe a cooperative experimental study comparing graded and nongraded schools in operation in New York State.

0770 Halliwell, J.W. "A Comparison of Pupil Achievement in Graded and Nongraded Primary Classrooms." Journal of Experimental Education, XXXII (Fall, 1963), 59-64.

Report on experiment to compare achievement of 146 primary pupils taught for one year under nongraded program in reading and spelling with achievement of 149 primary pupils taught in graded structure. Results not conclusive, but appear to warrant further investigation.

0780 Hillson, M., et al. "Controlled Experiment Evaluating the Effects of a Non-Graded Organization on Pupil Achievement." Journal of Educational Research, LVII (July, 1964), 548-50.

Purpose of investigation: in controlled experimental situation, to assess effects of nongraded program on reading achievement of group of elementary pupils. This is preliminary report after one and one-half years. Conclusion: increased achievement among all levels of nongraded as compared with graded group.

0790 Hopkins, K.D.; Oldridge, O.A.; and Williamson, M.L. "An Empirical Comparison of Pupil Achievement and other Variables in Graded and Ungraded Classes." American Educational Research Journal, II (November, 1965), 207-15.

Experiment in Los Angeles County district elementary schools to compare reading vocabulary and comprehension. Results indicated the ungraded primary program was neither inferior nor superior to the graded in pupil achievement, teacher satisfaction, sociometric patterns, or pupil attendance.

0800 Jones, J.C., et al. "A Comparison of Pupil Achievement After One and One-Half and Three Years in a Nongraded Program." Journal of Educational Research, LXI (October, 1967), 75-77.

Project was an attempt "to obtain reliable data on the effects of nongrading on reading achievement, and to determine if these effects are stable over an extended period of time". Results are reported to be inconclusive and need for more research is shown.

0810 Long, E. "Continuous Progress -- an Evaluation." Canadian School Journal, XLV (January/February, 1967), 8-10.

Evaluates performance of group of continuous progress students against control group in the graded system, in Forest Hill, Toronto. Experiment included both kindergarten and primary pupils. Author feels results only conclusive regarding reading, where nongraded group excelled.

0820 "More Help for Teachers Essential for Nongrading." School Progress, XXXVIII (July, 1969), 3.

Deals with evaluation study by Saskatchewan Department of Education of its Nongraded Plan begun in 1964. Focused on identifying problem areas. Stresses need for pre-service and inservice programs to instruct teachers of philosophy and teaching methods of nongraded plan.

PART V - EVALUATING STUDENT PROGRESS IN A NONGRADED SYSTEM

A. Books and Reports

0830 Lindvall, C.M. and Cox, Richard C. "The Role of Evaluation in Programs for Individualized Instruction." Educational Evaluation: New Roles, New Means. The Sixty-eighth Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press, 1969.

Evaluation is discussed as a procedure for gathering pupil data to use in planning and monitoring individual programs and analyzing data in such a way that it leads to improvements in materials and in the instructional system.

0835 Macintosh, Joan Fillmore. "Reporting to Parents on Pupils Attending Nongraded Elementary Schools in Canada." Unpublished M.A. dissertation, Dalhousie University, 1970.

"This thesis has been an attempt to discover the methods being used in non-graded elementary schools to report pupil progress to parents. A questionnaire was sent to seventy-three school principals and the data they supplied was analysed according to a model proposed by Robert H. Anderson.

The most popular method used to report pupil progress in the surveyed schools is a combination of written descriptions and scheduled conferences with parents. Most of the schools attempt to indicate how well the child's progress measures up to his expected performance. Approximately one quarter of the schools attempt to give a general description of the relative standing of the child within his own class and school. Similarly about one quarter of the schools attempt to give an approximate description of the way the child's potentiality and progress compare with national or provincial norms for his age." (Author's abstract)

Sample interview and report forms are included in the appendices.

0840 Nimnight, G. and others. Reporting Pupil Progress in a Continuous Progress School: Committee Report, Annual Summer Workshop. Denver: Colorado State Department of Education, 1964. (Available from ERIC Document Reproduction Service ED011792).

"This document describes the rationale of a continuous progress grading and reporting system, and presents examples of the proposed reporting for a nongraded system; both individual report forms and cumulative record forms, with instructions on how to use them, are presented."

See also chapters in Dufay (0260), Glogau (0270), Goodlad (0280), Matthews (0310), OTF (0070), Rollins (0100), Smith (0320), Thomas (0120)

B. Journal Articles

0850 Chadwick, R.E. "The Report Card in a Nongraded School." National Elementary Principal, XLV (May, 1966), 22-28.

To facilitate regular and systematic evaluation of student progress, a detailed inventory of skills was developed. A simplified form and parent conference were used to replace report cards.

0860 Kozokowsky, P. "Evaluation in the Continuous Progress Program at Beaumont." Curriculum Bulletin (Manitoba. Department of Education), III (April, 1969), 6-7.

Principal of Beaumont Elementary School, Manitoba, discusses need for changing evaluation processes in continuous progress program.

0870 Smith, L.M. "A Model for Evaluating Achievement." Canadian Education and Research Digest, VIII (March, 1968), 73-77.

Need for new concept of evaluating achievement is emerging. In this paper, some limitations of conventional approach to evaluation are mentioned and a model is presented for considering the evaluative process in relation to current development in classroom instruction, i.e. individual learning and continuous progress in the schools.

0880 Turner, W.E. "A Plan to Appraise Individual Progress for Continuous Learning." Elementary School Journal, LXIX (May, 1969), 426-30.

Description of method used in Osborn School, Rye, N.Y. For six years staff worked on developing curriculum sequences that would allow individual work progress. Teacher keeps simple records to have ready assessment of pupil's progress. Continuous record form also makes it easy to organize team teaching where needed. No grade boundaries. Examples of evaluation criteria given.